



Behaviour Policy

Date reviewed: September 2024

Date to be reviewed: September 2025 (or as and when required)

1) Introduction and aims

- 1.1 The behaviour policy outlines the principles and practices which support the management of behaviour at Ivy House School. This policy sets out the procedures which should be followed to ensure the welfare of both pupils and staff. Each member of staff has read and signed to indicate that they agree with this policy.
- 1.2 This policy should be read in conjunction with the Anti-Bullying, Physical Prompt and Safeguarding and Child Protection policy.
- 1.3 Ivy House School meets the guidance and statutory duties laid out within a number of key documents, including DfE '[Behaviour in Schools](#)' (September 2022) and '[Mental health and behaviour in schools](#)' (November 2018).

2) Philosophy

- 2.1 Ivy House School adopts the ethos and philosophy of [PROACT-SCIPr-UK®](#) and promotes the importance of the individual pupil's needs and wants. Behaviour management strategies are personalised, proactive and are there to provide consistent positive behaviour supports. The class team, senior leadership and parents are involved in the writing of individual behaviour plans. The aim is to provide pupils with the ability to manage their own behaviours, increase their self-esteem, personal development and their engagement in learning.
- 2.2 The school is committed to ensuring the safety and mental well-being of all pupils, protecting them from harm, including self-injurious behaviours. The school also ensures the safety and mental well-being of staff, providing training, individual pupil behaviour plans and recording and debriefing procedures, to enable them to have the skills and support they require to meet the different challenging behaviours that they may encounter.
- 2.3 Sexual violence and harassment, including peer-on-peer (child-on-child) sexual abuse will be taken very seriously within our school and we will use the guidance contained within our Safeguarding & Child Protection Policy, as well as guidance from Part Five in KCSiE (Keeping Children Safe in Education) in dealing with such incidents.

3) Principles and procedures

- 3.1 Positive behaviour is supported through the use of:
 - Clear, concise language
 - Positive reinforcement
 - High expectations
 - Appropriate and individualised alternative and augmentative communication
 - Individualised curriculum
 - Consistent approaches that reflect the PROACT-SCIPr-UK® philosophy
 - All staff are aware of individual behaviour plans and follow them consistently
- 3.2 Rewards:
 - Should be highly motivating to the individual pupil

- Should be appropriate to the pupil's cognitive ability
- Should reinforce positive behaviours
- Staff who work with the pupils should be aware of rewards to promote positive behaviour, and how these are used, as per the individual behaviour plans

3.3 Sanctions:

- Should not be used in a punitive way
- Can include 'natural consequences', for example, if a pupil throws a favourite toy and it breaks, the natural consequence will be that they can no longer play with it
- Should be as a result of the challenging behaviour, and never directed towards the pupil
- Should never be the removal of previous rewards
- Should be used consistently by all members of staff as agreed as part of the individual behaviour plan
- Should never be degrading or humiliating

3.4 Recording and Reporting

- Any pupil who displays challenging behaviours will have an individual behaviour plan (IBP) (see appendix 1) that has been signed by the class teacher, behaviour leads and the parents/carers. All staff will follow the behaviour plan at all times
- IBP's will be updated annually, or as and when any changes are identified following an incident or new behaviours arise.
- Low level behaviour incidents are recorded on a Microsoft Form (appendix 3). This is completed daily by class staff to ensure there is an accurate log and potential steps can be put in place to support the student.
- Higher level behavioural incidents are recorded in a paper log book (appendix 2) which is located in is to be filled out with Tara or Katie at which point it will be decided if a de brief is required. (appendix 4).
- Any behaviour that requires a physical intervention or results in an injury to themselves, another pupil or a member of staff should be recorded in the behaviour log book (appendix 2), and the accident book and form is to be completed.
- All behaviour logs will be monitored by the Behaviour Team on a weekly basis and formally reviewed each half term. This will be used to inform strategic planning and to aid discussions with class teachers, behaviour meetings and other external agencies for possible interventions and further support
- At the first weekly behaviour meeting following a school holiday, any patterns or changes in behaviour will be discussed and a plan for the next half term will be made
- Any training needs will be identified by the behaviour lead and addressed accordingly
- The behaviour leads will report to the Academy Council on a regular basis to share behaviour data, strengths and developments.

3.5 Physical intervention:

- Physical intervention should be avoided where possible
- Physical interventions will only be used in line with Government guidelines in the RRN (BILD Restraint Reduction Network) training standards and as a duty of care to prevent injury to pupils or themselves

- The school follows the guidance as set out in the Liberty Protection Safeguards for pupils aged 16 and over. For pupils under 16 restriction of liberty can only be agreed with the explicit consent of the parents and if acting in the best interests of the pupil. Ivy House does not condone restricting an individual's movements unless this places the individual, another pupil or a staff member at immediate risk of harm
- No pupil will ever be locked in a room or isolated area of the school, either with or without staff present
- No member of staff should use a physical intervention unless they have been specifically trained to do so by an accredited trainer of PROACT-SCIPr-UK®
- Any pupil who is identified as requiring a physical intervention should have a specific risk assessment stating this
- Any pupil who is identified as requiring a physical intervention should have this stated on their IBP and signed by the class teacher, SLT and their parents
- Physical intervention should be used only in the best interest of the pupil, or to prevent injury to staff or another pupil
- **The minimum intervention needed should be used for the shortest amount of time**
- Any physical interventions used should be recorded in the behaviour log book and reported to the behaviour leads or a member of SLT
- If a member of staff or another pupil has been injured, then an accident form and the LA report form for injury and abuse against staff should be completed
- If there has been an incident involving an unplanned physical intervention staff must immediately report it to the behaviour leads or SLT and record it. IBPs and risk assessments should be updated to reflect this.

3.6 Training

- All staff will receive PROACT-SCIPr-UK® introductory and foundation training, and will attend an annual refresher
- Staff in classes identified by behaviour leads will receive person specific training, this may include physical interventions
- The behaviour leads will identify a pupil who may require a physical intervention and will prepare a written rationale and risk assessment prior to the training, this will be shared with the Headteacher
- All staff will receive training on the recording and reporting procedures at least annually
- Staff will have access to weekly behaviour meetings to address any issues occurring in the week and any training needs identified
- The behaviour leads will attend The Shaw Education Trust 'Behaviour and Inclusion' Hub Meetings on a termly basis.
- The behaviour leads will attend relevant training and workshops throughout the academic year to ensure they are up to date with current practices and strategies in place in the UK.

3.7 Outside Agencies

- The school will consult with outside agencies as and when appropriate, including: CAMHS, educational psychology, complex behaviour team and occupational therapy
- When advice is given, the staff will follow this and adjust the behaviour plans to include any new information and strategies given. Any reports will be kept in the pupil's sensitive information folder.

4) Conclusion

4.1 The procedures outlined above are to ensure that each pupil is supported to manage their own behaviours, and to ensure staff act in the best interests of the pupils. They provide staff with a systematic way of working and set out expectations as per the PROACT-SCIPr-UK® philosophy.

Ivy House School is committed to acting in the best interests of both pupils and staff, for both their physical safety and mental wellbeing.

Emergencies and unforeseen circumstances can happen. If there is an unplanned response to prevent harm in an emergency the member of staff should inform the behaviour lead immediately and paperwork can be updated as part of a review.

Appendix 1 - Individual Behaviour Plan

Name:	Class:		
Main mode of communication:	Proactive Strategies in place: <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="width: 45%;"> <input type="checkbox"/> Work card <input type="checkbox"/> Zoning <input type="checkbox"/> Visual timetable </div> <div style="width: 45%;"> <input type="checkbox"/> PECS <input type="checkbox"/> OT program <input type="checkbox"/> Movement breaks </div> <div style="width: 10%; text-align: right;"> <input type="checkbox"/> Other (specify) _____ _____ </div> </div>		
Triggers:	Warning signs:	Behaviour:	Reactive strategies:
1: 2: 3: 4:	1: 2: 3: 4:	1: 2: 3: 4:	1: 2: 3: 4:
	De-escalation techniques:		
	1: 2: 3: 4:		

Teacher:

SLT:

Parent:

Date:

Appendix 2

Behaviour Log Book form

Name:	Staff involved:
Date:	Day:
Time:	Place:
Setting Conditions: <i>(Eg: Illness, change to routine, physical need, medication)</i>	
Trigger: <i>(E.g.: Noise, demand placed upon them)</i>	
Pupil action: <i>(What behaviour was displayed, how long for, what was the intent)</i>	
Reason: <i>(What need did this satisfy?)</i>	
Staff action: <i>(Redirect, change of face, physical intervention)</i>	
Physical Intervention: <i>(Yes/No, which intervention, who by, how long for, why?)</i>	
Any Injury? <i>(<u>specify</u> injury and who was injured)</i>	Accident form completed:
	Assault form completed:
Staff sign:	Date:
SLT sign:	Date:

Appendix 2

Low Level Behaviour Microsoft Form

Daily Behaviour Log

* Required

1. Date: *

Please input date (dd/MM/yyyy)



2. Time of incident: *

- Morning Routine (arrival into school/ circle time)
- Lesson 1
- Break time
- Lesson 2
- Lunchtime
- Lesson 3
- Lesson 4
- End of Day routine (snack/going home)

3. Please select the class below: *

- Little Gems
- Rubies
- Emeralds
- Sapphires
- Diamonds
- Haddon
- Kedleston
- Sudbury
- Chatsworth
- Calke

14. Behaviours Displayed (Total)

	1	2	3	4	5	6
Hitting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kicking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spitting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scratching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hair pulling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Removing clothes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Masturbation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Throwing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Head butting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-Harm	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dropping to the floor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shouting/Screaming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pinching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Refusing to sit / stand / work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attempting to bite	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grabbing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. Possible triggers/reason for behaviour? *

- Loud noise
- Change of routine
- Change of environment
- Demand placed on student
- Task avoidance / escape
- To gain object / person / activity
- Internal (tired / hungry / soiled / uncomfortable)
- Unknown
- Other (please state below)

16. Other reason, please list below:

17. Were the behaviours aimed at staff, pupils or at themselves? *

- Staff
- Pupils
- Themselves

Appendix 4

Staff Debrief Form



Staff Debrief Form

Name:	Date:
Behaviour Lead completing form:	Individual's involved:
What was the environment? (classroom / outside / trip / lesson / activities / what were you doing / what were the other staff doing)	
What happened?	
What communication strategy was used with the young person? (verbal instructions given / were objects of reference or symbols used / Makaton / calm reassuring voice / short sharp command etc)	
What behavioural support strategies did you use? (work card / visual prompts / verbal prompts / distraction / change of face / lower demands / deep pressure)	
Why were these not successful?	



Staff Debrief Form



Did you use a physical intervention? Which one and why?
Is there anything you think you could have done differently now the situation has ended?
Do you think support strategies need reviewing?
Is there any additional support that you need?
How are you feeling / staff comments:

Staff sign:

Date:

SLT sign:

Date:

Office use only

Behaviour Lead actions needed?

Does the IBP need reviewing?

Further training requirements?